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End of Unit Student Feedback
User Guide

How to Use:

Step 1: Complete Chalk Talk Lesson
This lesson provides the foundation for students to create robust feedback.

Step 2: Choose a follow-up feedback vehicle
Once you collect initial feedback from the Chalk Talk, determine the best option for students to dig deeper based on the dynamics of the class and the type of feedback produced.

At -A-Glance

Day 1	Option 1	Option 2	Option 3	Option 4
Activities: • Chalk Talk	**Activities:** • Newspaper Creation	**Activities:** • Chalk Talk Discussion	**Activities:** • Commercial Creation	**Activities:** • Lesson Revamp
Materials: • Chalk Talk Protocol • Sticky notes • Chart paper	**Materials:** • Chalk Talk feedback from Day 1	**Materials:** • Chalk Talk feedback from Day 1 • Discussion protocol	**Materials:** • Chalk Talk feedback from Day 1 • Recording device/platform (students can use phones if needed)	**Materials:** • Chalk Talk feedback • Design Thinking guide • Access to unit • Maker space materials
Notes: • This lesson is a starting point for other feedback options	**Notes:** • This feedback option allows for both positive and negative feedback equally • May take 2 days	**Notes:** • Less structured opportunity to hear students explain their Chalk Talk further	**Notes:** • Best if the majority of Chalk Talk feedback was positive or if students express themselves best artistically • May take 2 days	**Notes:** • Best if students seemed to want to make a lot of changes to the unit • Great option for classes that are familiar with Embarc curriculum • 2-3 days

➕ Indicates highly recommended lessons

➕ Click on Day # to go directly to lesson

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End of Unit Student Feedback
Day 1: Chalk Talk

Opening

Timing: 5-8 Minutes **Resources/Materials:** ○ Journal prompt on display	**Journal:** Should students be able to decide what they want to learn? Why or why not? What are some benefits/challenges of choice vs. having your teachers decide what you learn?

Activity

ARC Objectives:

➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:

- Chart paper
- Post-its

End-of-unit feedback lessons are an opportunity for students to think critically about the unit they've just completed. It will allow them space to identify components of lessons and/or the unit that hit the objective and resonated and those that fell short or maybe felt disempowering. As an instructor, your role here is to facilitate, learn, and identify themes that you can apply to future units and lessons. The Embarc team asks that you share feedback with us to allow us an opportunity to revise and amplify these units.

The first step of this process is a Chalk Talk. Day 1 gives students space to think independently and collaboratively about the learning they've done, the materials they've received, and the instruction they've experienced.

Directions for students:

Over the next couple of days you all will provide feedback on the unit you just completed. This will allow me to learn ways to make this classroom more empowering for you and will give Embarc insight into students' experience. To set us up for success, let's think about some agreements that will foster an honest and respectful environment for this process.

Group Agreements:

1. What are some class agreements we already have that we want to remind ourselves of?
2. What are some ways that we can provide honest feedback?
3. What can we agree on to ensure the environment remains respectful?

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4. How would you all want me to show up during this time? What would make you most comfortable?

Chalk Talk:

This is a silent activity. This means there is no talking at all so that everyone can have some independent time to process and think. There will be ways for you all to engage with one another though, so this protocol shouldn't feel isolating.

1. You will notice four pieces of chart paper on the wall with different prompts and questions.
    a. What were the highlights of this unit? What did you like most?
    b. What didn't you like in this unit? What fell flat?
    c. What changes would you make in this unit? What would you add, alter, or get rid of?
    d. What do you think the goal of this unit was? Do you think this goal was met? Why or why not?
    e. Teacher Choice: This could be a great opportunity to add another chart for student feedback around your support throughout this unit. Consider this a way to learn how you can meet more student needs.
2. Use the post-its at your table to write down thoughts, ideas, comments, suggestions, and questions for each poster. Write each thought on an individual post it.
3. Once you've gotten everything out, place your post-its on the chart.
4. Once everyone has added their thoughts, take some time to read through people's post-its and engage with them by adding post-its with responses or questions, or add checkmarks, samples, or pictures to indicate things you agree with and/or want to build on.

Whole Group Synthesis

Now that you all have had an opportunity to get your individual thoughts out and engage with one another silently, let's break down these thoughts into some main themes to direct our feedback.

1. Break students evenly into groups to tackle theme determination for each poster.
2. For each poster, students can move post-its around to create groups/themes

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	3. Allow time at the end of class for each group to summarize the themes they discovered for each prompt *Teacher Note: If you want to leave the feedback session to just the silent reflection, that is fine. If you'd like to expand on the ideas brought to the surface during this lesson, choose a lesson for day 2 based on how students engage in class and what they brought up during the Chalk Talk.*

Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** How did it feel to be able to comment on the instruction you've received? What felt empowering? What felt uncomfortable?

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End of Unit Student Feedback
Option 1: Newspaper

Opening

Timing: 5-8 Minutes **Resources/Materials:** ○ Journal prompt on display	**Journal:** What are some sections of the newspaper you are familiar with? Why do you think a newspaper is organized in this way?

Activity

ARC Objectives: ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences **Timing:** 30-35minutes **Resources/Materials:** ○ None	After the journal, take some time to review the themes that students uncovered with related prompts yesterday. Then explain that they will use these themes to create a "feedback newspaper" that will be shared with the Embarc team to look at the strengths and weaknesses of the unit and make adjustments for students that use it in the future. Step 1: Identify the sections of the newspaper that will be used to showcase the themes discussed previously. Some ideas include the following: "Highlights" for the great moments/work, "Obituaries" for what could be taken out, "Classifieds" for things that could be added to improve the unit. Step 2: Have students choose a section to work on and give them the poster with themes that correlate with their section. Try to have a section for each of the prompts from the Chalk Talk and a final group to think around newspaper format and platform. Step 3: Students will write a blurb summarizing the class feedback for their section and include images or student work to support their writing. Step 4: Allow students time to put their newspapers together. Students should create a list of who they'd like to share their newspaper with and how they'd like to share it. Feel free to get creative with various platforms!

Closing

Timing: 5-8 Minutes	**Closing Reflection:** What did you like about this process and protocol? Would you like to use this for future units or try another way to process feedback?

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Resources/Materials: ○ Closing Reflection on display	

End of Unit Student Feedback
Option 2: Chalk Talk Discussion

Discussion

Opening

Timing: 5-8 Minutes **Resources/Materials:** ○ Journal prompt on display	**Journal:** How do you like to deliver feedback to people? Written? Verbally? Why do you prefer this method? What feels safe about it? How do you feel when you have to give feedback in other ways?

Activity

ARC Objectives: ➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences **Timing:** 30-35minutes **Resources/Materials:** ○ None	*Teacher Note: If possible, arrange desks in a circle to allow everyone to see and speak to one another during this discussion.* After the journal, take some time to review the themes that students uncovered with related prompts yesterday. Explain that the class will engage in a discussion around their Chalk Talk and ask a student to take notes. Review the agreements set yesterday and ask the class if they'd like to add any agreements before the discussion starts. Assure students that as long as they follow the agreements, there will not be a penalty for the feedback they provide and that their candor is welcome. Chalk Talk Protocol: *You can choose to facilitate the discussion or have a student facilitate.* The facilitator will pose the following questions to the group: • What do you notice about what we wrote? • What do you wonder about now? • What do you feel is missing from what is written?

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Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** Continue the discussion into this reflection question: ● What was the Chalk Talk like for you? (Try to get students to express their feelings on the written and spoken aspects of it)

End of Unit Student Feedback
Option 3: Commercial

Opening

Timing: 5-8 Minutes **Resources/Materials:** ○ Journal prompt on display	**Journal:** When you see a commercial or an ad, what captures your attention? What makes you want or not want something? What makes you question a product?

Activity

ARC Objectives:

➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:

- Technology for students to record commercials OR have students act out the commercials the next day
- Commercial Observation Guide

After the journal, take some time to review the themes that students uncovered through their Chalk Talk. Explain that the class will create a commercial to capture their feedback from the previous day.

Step 1: What is a commercial?

1. Ask students how they would define a commercial. What are the required components of a commercial?
2. Show 2-3 examples of commercials and have students complete their observation guides.
    a. *Consider having one of your commercial examples be for medicine with a list of side effects at the end. This could be a great talking point.*
3. What did you notice about each commercial?
4. Did you find these engaging? Why or why not? How could they be improved?

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	a. *Consider adding this list to a piece of chart paper for students to reference as they create their own commercials.* Step 2: Commercial planning: 1. As a group, consider the questions below and determine a general idea for the commercial. ○ What themes from the Chalk Talk could be "marketed"? ○ Are there any themes that weren't so great and could be considered "side effects"? ○ What is the overall feeling you got from the unit? How could that be expressed through your commercial? ○ What do you want people to know about this unit after seeing your commercial? 2. *Option: Have the entire class create one commercial or have small groups create mini commercials.* Consider the roles below as guides to have students work together: ○ Scriptwriters: this group will be responsible for writing the spoken content of the commercial ○ Visual team: this group will decide how to use symbols, color, setting, etc. to meet the needs of the commercial ○ Creative directors: this group will determine the platform, filming options, and be responsible for making it all come together ○ Marketing team: this group will think about who should see the commercial and how to get it to them 3. After about 15-20 minutes of planning time, encourage students to begin creating their commercial(s). Step 3: Create a plan for a "showing" of their commercial(s). Will you watch it at the beginning of class the next day? Do you want to have a feedback and revision cycle around it?

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on	**Closing Reflection:** What was creating this commercial like for you? How did you shine during this process? Do you feel like this captures the feedback you had from the unit? Why or why not?

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display	

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End of Unit Student Feedback

Commercial Observation Guide

Commercial

Directions: As you watch each commercial, jot down your observations below. Remember that this will also provide you with ideas and insight as you create your own commercial

	Example #1	Example #2	Example #3
What was the commercial for?			
Who/What was the focus?			
Setting/ Environment?			
What stuck out? ***Words, symbols, colors, music...***			

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How did you feel?			

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End of Unit Student Feedback
Option 4: Unit Revamp

Lesson Revamp

Opening

Timing: 5-8 Minutes **Resources/Materials:** ○ Journal prompt on display	**Journal:** What makes learning fun to you? What do you think makes learning fun to your peers? Do you think it's possible for every lesson to be fun in school? Why or why not?

Activity

ARC Objectives:

➕ **(R) Describe & Evaluate. Discover**: Talk about feelings & thoughts related to experiences

Timing: 30-35minutes

Resources/Materials:

○ Design Thinking Stages Descriptions & Tools

If possible, arrange the room into small groups and gather materials to create a maker space. This will be a two-day process.

After the journal, take some time to review the themes that students uncovered with related prompts yesterday. Explain that the class will have an opportunity today to revamp some of the lessons in the unit.

Review the steps of the design thinking process with students:

- Empathize
- Define
- Ideate
- Prototype
- Reflect

Then review the group agreements set the day before and identify what needs to be emphasized, modified, or added to make them work for a group design process.

Day 1

Introduction to Lesson Revamp: Empathize and Define

1. Have students split into groups. There should be a group for every poster/ reflection prompt from the Chalk Talk.

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	2. In their groups, students should use the feedback given during the Chalk Talk to identify a focus lesson from the unit. 3. Once students identify a lesson, they should complete the define and empathize pieces of the design thinking process. Ideate & Prototype 4. Once the group is clear about the goal of the lesson, they can decide whether they want to amplify it, modify it, or completely change it. They will need to re-write the lesson and use materials to create a visual representation or prototype of an outcome for their redesign. 5. Allow students time to tinker with ideas and concepts as they engage in their redesign. 6. Encourage students to use the core values in their lessons. These should be included in their lesson plans and be evident in the design. **Day 2** Testing 1. Pair groups up to teach their lessons. They will teach the lesson to their paired group for feedback. 2. Once each group receives feedback, they will make any necessary revisions to their lesson. Implementation 1. Allow the class to decide what they would like to do with their lessons. a. Do they feel like the lessons should be given to the Embarc team to incorporate into the unit? b. Would they like to connect with the class under them to teach the lessons to them as a preview for the next year? c. Do they feel like the lessons are strong on their own and would be beneficial to share with their school community?

Closing

Timing: 5-8 Minutes **Resources/Materials:** ○ Closing Reflection on display	**Closing Reflection:** How did it feel redesigning the lesson with your group? What were some of the wins and challenges you all faced? Is lesson planning something you would like to do more of? If students complete this reflection in writing, take note about how they feel

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	around lesson design for future units. If it is a discussion, make time to talk about what students would need to feel comfortable remixing lessons in the next unit.

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End of Unit Student Feedback

Empathize & Define

Lesson Revamp

Directions: As you read about the empathize and design modes, consider how you can use these tools to create a meaningful lesson for the unit you just completed.

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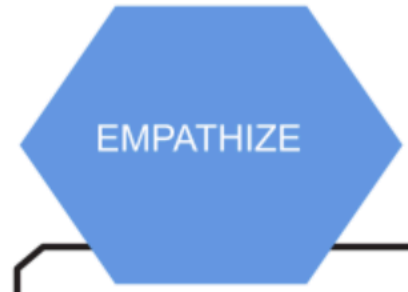

"To create meaningful innovations, you need to know your users and care about their lives."

WHAT is the Empathize mode

Empathy is the centerpiece of a human-centered design process. The Empathize mode is the work you do to understand people, within the context of your design challenge. It is your effort to understand the way they do things and why, their physical and emotional needs, how they think about world, and what is meaningful to them.

WHY empathize

As a design thinker, the problems you are trying to solve are rarely your own—they are those of a particular group of people; in order to design for them, you must gain empathy for who they are and what is important to them.

Observing what people do and how they interact with their environment gives you clues about what they think and feel. It also helps you learn about what they need. By watching people, you can capture physical manifestations of their experiences – what they do and say. This will allow you to infer the intangible meaning of those experiences in order to uncover insights. These insights give you direction to create innovative solutions. The best solutions come out of the best insights into human behavior. But learning to recognize those insights is harder than you might think. Why? Because our minds automatically filter out a lot of information without our even realizing it. We need to learn to see things "with a fresh set of eyes," and empathizing is what gives us those new eyes.

Engaging with people directly reveals a tremendous amount about the way they think and the values they hold. Sometimes these thoughts and values are not obvious to the people who hold them, and a good conversation can surprise both the designer and the subject by the unanticipated insights that are revealed. The stories that people tell and the things that people say they do—even if they are different from what they actually do—are strong indicators of their deeply held beliefs about the way the world is. Good designs are built on a solid understanding of these.

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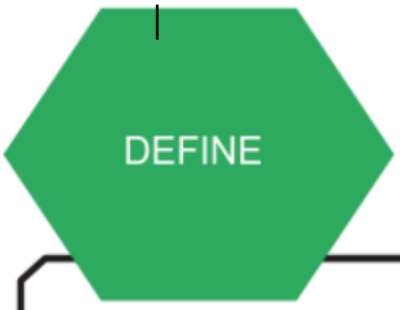
End of Unit Student Feedback

Empathize & Define

Lesson Revamp



"Framing the right problem is the only way to create the right solution."

WHAT is the Define mode

The Define mode of the design process is all about bringing clarity and focus to the design space. It is your chance, and responsibility, as a design thinker to define the challenge you are taking on, based on what you have learned about your user and about the context. After becoming an instant-expert on the subject and gaining invaluable empathy for the person you are designing for, this stage is about making sense of the widespread information you have gathered.

The goal of the Define mode is to craft a meaningful and actionable problem statement – this is what we call a point-of-view. This should be a guiding statement that focuses on insights and needs of a particular user, or composite character. Insights don't often just jump in your lap; rather they emerge from a process of synthesizing information to discover connections and patterns. In a word, the Define mode is sensemaking.

WHY define

The Define mode is critical to the design process because it results in your point-of-view (POV): the explicit expression of the problem you are striving to address. More importantly, your POV defines the RIGHT challenge to address, based on your new understanding of people and the problem space. It may seem counterintuitive but crafting a more narrowly focused problem statement tends to yield both greater quantity and higher quality solutions when you are generating ideas.

The Define mode is also an endeavor to synthesize your scattered findings into powerful insights. It is this synthesis of your empathy work that gives you the advantage that no one else has: discoveries that you can leverage to tackle the design challenge; that is, INSIGHT.

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End of Unit Student Feedback

Empathize & Define

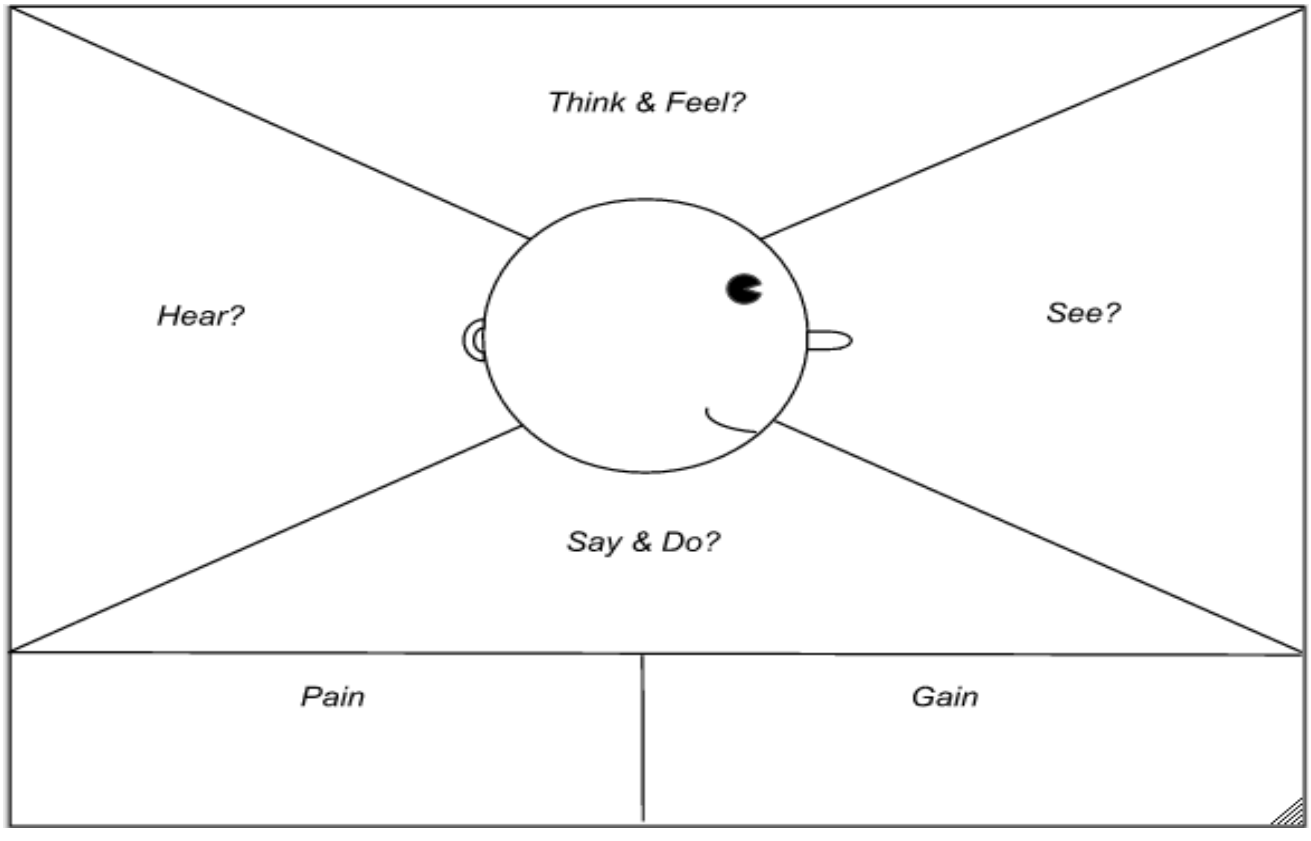
Lesson Revamp

Directions: Consider who will be receiving your lesson to create a goal and objective.

Who are we empathizing with? Who will use your lesson?	
What meaning do we want them to make from our lesson?	

Directions: Fill out the empathy map to understand how your students are approaching your lesson to best meet your goal.

- What do they see: in their environment, in what they watch and read?
- What do they say and do: observed and imagined?
- What do they hear: from friends, colleagues, second-hand?
- What do they think and feel: what motivates their behavior?
- What are their pains: fears, frustrations, and anxieties?
- What are their gains: wants, needs, hopes, and dreams?



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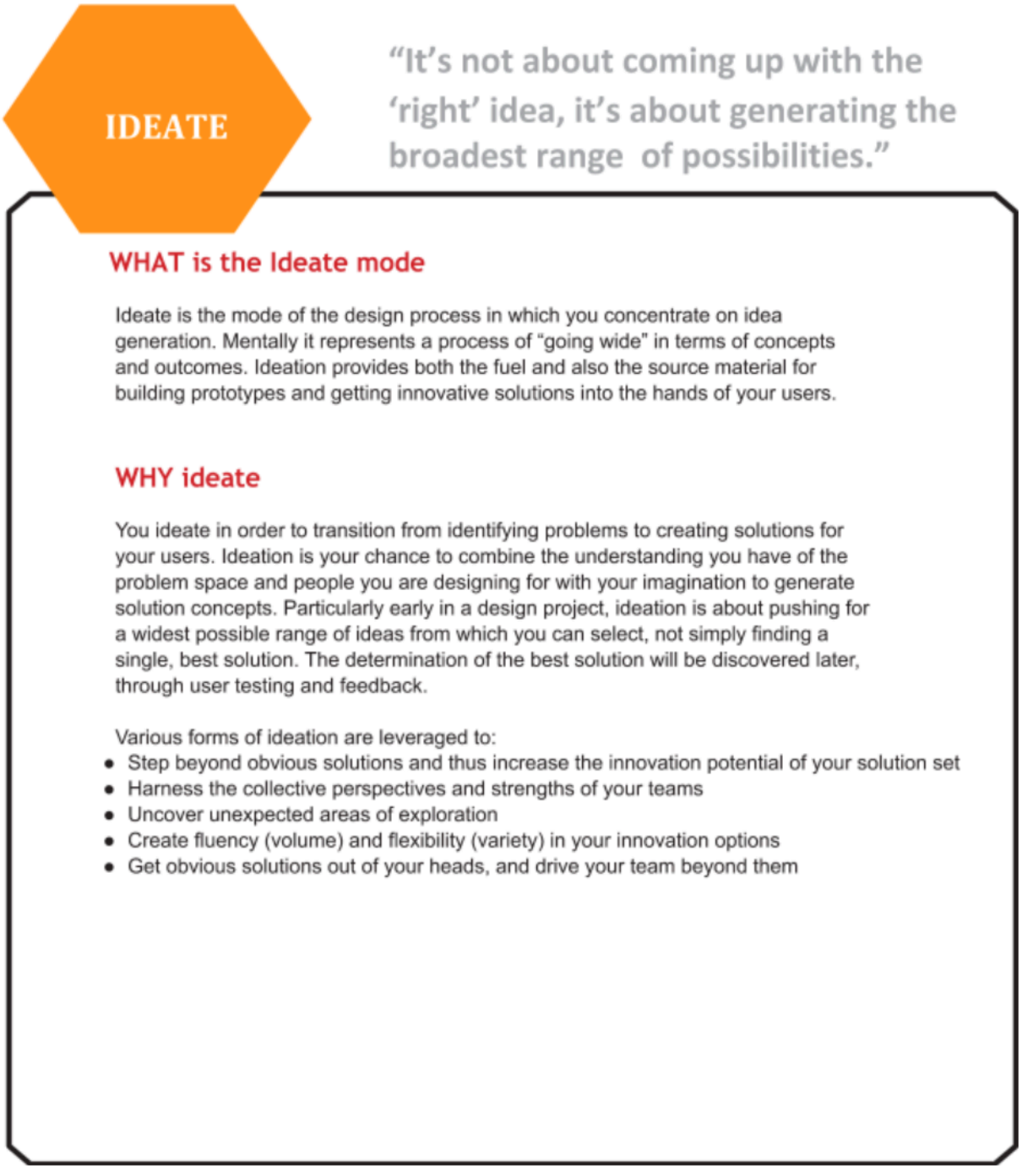
End of Unit Student Feedback

Ideate

Lesson Revamp

Directions: Use the information here to begin to ideate around your lesson design.


IDEATE
"It's not about coming up with the 'right' idea, it's about generating the broadest range of possibilities."
WHAT is the Ideate mode
Ideate is the mode of the design process in which you concentrate on idea generation. Mentally it represents a process of "going wide" in terms of concepts and outcomes. Ideation provides both the fuel and also the source material for building prototypes and getting innovative solutions into the hands of your users.
WHY ideate
You ideate in order to transition from identifying problems to creating solutions for your users. Ideation is your chance to combine the understanding you have of the problem space and people you are designing for with your imagination to generate solution concepts. Particularly early in a design project, ideation is about pushing for a widest possible range of ideas from which you can select, not simply finding a single, best solution. The determination of the best solution will be discovered later, through user testing and feedback.
Various forms of ideation are leveraged to:
• Step beyond obvious solutions and thus increase the innovation potential of your solution set
• Harness the collective perspectives and strengths of your teams
• Uncover unexpected areas of exploration
• Create fluency (volume) and flexibility (variety) in your innovation options
• Get obvious solutions out of your heads, and drive your team beyond them

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End of Unit Student Feedback

Ideate

Lesson Revamp

Directions: Use this guide to identify the wins and challenges of the old lesson your group has decided to change. Then as a team begin to ideate around how you can amplify, modify, add to, or eliminate pieces of the lesson to improve and/or change it.

Lesson Component	What was successful? What was unsuccessful?	What changes could you make?
Opener		
Activity		

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Closer		

Name: _____ Date: _____

End of Unit Student Feedback

Ideate: Lesson Plan Template

Lesson Revamp

Name of Lesson

Opening

Timing: 5-8 Minutes **Resources/Materials:** ○	**Journal:**

Activity

Core Values: ➕ **Value**: explanation **Timing:** 30-35minutes **Resources/Materials:** ○	**Activity:**

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Closing	
Timing: 5-8 Minutes **Resources/Materials:** ○	**Closing Reflection:**

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End of Unit Student Feedback

Prototype

Lesson Revamp

Directions: Use the information here to recreate your lesson and develop a visual representation of it.

Prototype

"Build to think and test to learn."

WHAT is the Prototype mode

The Prototype mode is the iterative generation of artifacts intended to answer questions that get you closer to your final solution. In the early stages of a project that question may be broad – such as "do my users enjoy cooking in a competitive manner?" In these early stages, you should create low-resolution prototypes that are quick and cheap to make (think minutes and cents) but can elicit useful feedback from users and colleagues. In later stages both your prototype and question may get a little more refined. For example, you may create a later stage prototype for the cooking project that aims to find out: "do my users enjoy cooking with voice commands or visual commands".

A prototype can be anything that a user can interact with – be it a wall of post-it notes, a gadget you put together, a role-playing activity, or even a storyboard. Ideally you bias toward something a user can experience. Walking someone through a scenario with a storyboard is good, but having them role-play through a physical environment that you have created will likely bring out more emotions and responses from that person.

WHY prototype

To ideate and problem-solve. Build to think.

To communicate. If a picture is worth a thousand words, a prototype is worth a thousand pictures.

To start a conversation. Your interactions with users are often richer when centered around a conversation piece. A prototype is an opportunity to have another, directed conversation with a user.

To fail quickly and cheaply. Committing as few resources as possible to each idea means less time and money invested up front.

To test possibilities. Staying low-res allows you to pursue many different ideas without committing to a direction too early on.

To manage the solution-building process. Identifying a variable also encourages you to break a large problem down into smaller, testable chunks.

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Name: _____ Date: _____

End of Unit Student Feedback

Prototype: Visual Representation

Lesson Revamp

Directions: Use the information here to recreate your lesson and develop a visual representation of it.

How to Prototype	**Start building.** Even if you aren't sure what you're doing, the act of picking up some materials (post-its, tape, and found objects are a good way to start!) will be enough to get you going. **Don't spend too long on one prototype.** Let go before you find yourself getting too emotionally attached to anyone's prototype. **ID a variable**. Identify what's being fulfilled with each prototype. A prototype should answer a particular question when tested. **Build with the guest in mind.** What do you hope the guest to experience? What sorts of behavior do you expect? **Test your prototype:** have a "guest" try out your prototype to give you natural and honest feedback

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Reflect

Lesson Revamp

Directions: Use this feedback sheet to give detailed and constructive feedback to your peers' lesson plan. Keep the following questions at the center of the feedback you provide:

1. **Is this feedback useful?** *Feedback should provide multiple opportunities for improvement and/or celebration of what has been successful.*
2. **Is this feedback specific?** *Feedback should be clear and reference parts of the whole.*
3. **Is this feedback balanced?** *Try to provide both constructive and positive feedback.*

Lesson Plan	Visual Representation

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Glows: *What was successful?*		
Grows: *What could be improved?*		